

National Curriculum:

Pupils should be taught about:

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Prior Knowledge:

Prior Knowledge: In EYFS, pupils will have: knowledge of some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Key Vocabulary:

History
past
present
timeline
parents
grandparents
rich
poor

Enrichments:

Talk by Grandparents
Victorian toys (school resource)
Visit to Gosport Toy Museum

Misconceptions

Subject:History

Year 1 / 2

Toy Story



Context:

Comparison between today and the past.

Knowledge of how toys have changed over time (within living memory)

Sticky Knowledge:

- To know the stages of growth are: baby, toddler, child, teenager, adult, and toys can reflect these different stage.
- To know technology like computers, mobile phones and I-pads are recent inventions. During Mr/Mrs X's childhood, they were not available.
- To know that parents/grandparents played with different toys when they were little.
- Over 100 years ago, (In Victorian times) children's toys included hoops, tea sets, marbles, top and whip.
- Poorer children had different toys to children from wealthy families.
- The Teddy Bear is named after the American President Theodore Roosevelt who refused to shoot a bear whilst on a hunting trip.

Enquiry Questions:

- 1) What toys do we play with today?
- 2) What toys do other play with (e.g. babies, younger children, older children.)
- 3) What toys did my parents/grandparents play with?
- 4) What toys did children play with in Victorian times?
- 5) How did the teddy bear get its name?
- 6) So, how have toys changed in the last 100 years?

Skills:

- Observe or handle evidence to ask questions about the past.
- Ask questions such as; What was it like for the people? How long ago?
- Use artefacts, pictures and stories to find out about the past.
- Label timelines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives – baby, toddler, now
- Use dates where appropriate.
- Use the words and phrases such as: recently, when my parents were children, many years ago.